DOCUMENT RESUME

ED 181 885 CS 005 231

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TITLE An Analysis of Individual and Institutional Levels of Productivity for Reading Journals and Conferences.
PUB DATE 79
NOTE 14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Authors; Educational Research; Periodicals; Professional Associations; Professors; *Publications; *Reading Instruction; *Scholarly Journals; *Speeches; *Teacher Educators
IDENTIFIERS *National Reading Conference (Organization); Reading Specialists

ABSTRACT

A study was undertaken to portray the levels of productivity of reading professionals for the past seven years, to determine the productivity ratings of institutions based on publications in reading journals and presentations at National Reading Conferences, and to identify the most productive individuals in terms of publications in reading journals for the years 1972 through 1979. The seven journals selected for this study were the "Journal of Reading," "Journal of Reading Behavior," "Reading Horizons," "Reading Improvement," "Reading Research Quarterly," "Reading Teacher," and "Reading World." The results indicated that the percentage of total credits assigned to any given institution is low, no institution can be cited as having made the highest number of contributions to all seven journals, several institutions established their ratings on the basis of publications in only two or three journals, and the most productive individuals accounted for a very small percentage of the 1,917 individuals who have had manuscripts published in reading journals over the past seven years. (The appendixes include tables showing composite institutional productivity ratings, composite individual productivity ratings, and institutional productivity ratings for the National Reading Conference presentations.) (HKM)

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ED181445

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AN ANALYSIS OF INDIVIDUAL AND INSTITUTIONAL LEVELS OF PRODUCTIVITY FOR READING JOURNALS AND CONFERENCES

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Publications provide a means by which professionals may share insights, demonstrate creative scholarship, gain recognition for innovative thinking, and establish a reputation for expertise in a specialty area (Tuckman, 1976). In addition to these intrinsic motives for publishing, administrators of many institutions demand that faculty members publish so that the prestige of their schools, colleges, or departments will be maintained and high reputational rankings of their institutions achieved. Faculty members are cautioned that their publication records, national reputation, and ability to conduct research are considered to be important factors influencing salary

Paper presented at the annual meeting of the National Reading Conference, San Antonio, Texas, November 29, 1979.

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and promotion decisions (Katz, 1973) i.e., "publish or perish."

Recently, several researchers have examined the quality and quantity of research produced within professional journals and organizations by assinging productivity ratings in an attempt to determine institutional prestige. Roose and Anderson (1970) used the responses of department chairpersons and faculty members to rate graduate programs in psychology in terms of the faculty. This study was followed by Wallberg's (1972) investigation in which he asked 250 AERA members to list three universities or colleges which had contributed the best research in the respondant's field of interest during the last few years. Similar studies by Blau and Margulies (1974-1975) and Cartter (1977) used judgments of deans and peer scholars to determine schools with the highest academic standings. To circumvent the problems of rating educational programs according to opinions and reputations, Cox and Catt (1977) devised a method for rating graduate programs in psychology based on quantifiable measures of research and scholastic productivity by examining institutional affiliations of manuscript contributors for the thirteen APA journals between the years 1970 and 1975. West (1978) replicated the Cox and Catt study using two AERA publications for the years 1970 through 1976. Similarly, Guba and Clark (1978) examined productivity in terms of articles, essays and reviews in national education journals as part of an NIE study of research, development, dissemination and utilization activities in schools, colleges, and departments of education. Most recently, Hopkins (1980, in press) determined institutional productivity ratings based on publications in reading journals.

The purpose of this paper is to expand the Hopkins study to 1) portray the levels of productivity of reading professionals for the past seven years, 2) determine productivity ratings of institutions based on publications in reading journals and presentations at National Reading Conferences (NRC), and 3) identify the most productive individuals in terms of publications in reading journals for the years 1972-1979.

Methods

The seven journals selected for this study (Journal of Reading, Journal of Reading Behavior, Reading Horizons, Reading Improvement, Reading Research Quarterly, Reading Teacher and Reading World) met the criteria of being national refereed journals whose contents focused solely on the topic of reading. Articles and research reports published in these journals between September 1972 and August 1979 (seven complete volumes per journal) were included. Editorials, letters, commentaries, regular columns by special editors and book and test reviews were omitted.

Using rating procedures outlined by Cox and Catt (1977), West (1978) and Guba and Clark (1978), the authors and their institutional affiliations were recorded and each article was assigned one credit. In cases of multiple authorship and/or multiple institutions, credit was assigned proportionately. Separate credit was assigned to branch campuses of universities and no distinction was made for rank of authors or departments within colleges, universities, or public schools. The institutional productivity ratings were determined separately for each journal and for the seven journals combined (see Table 1).

To determine individual productivity levels in the same journals, credits were assigned to authors using the same procedure of allowing one credit per article. Table 2 shows a listing of all individuals receiving four or more credits for the seven year period.

Finally, in a partial replication of a study by Schubert (1979) in which contributions to AERA annual programs were examined as indicators of institutional productivity, the institutional affiliations of participants listed in NRC programs for the years 1976 through 1979 were also assigned credits following the procedures described above. Results of this analysis appear in Table 3.

Results and Discussion

There are several observations which can be made about productivity ratings in the field of reading. First, the percentage of total credits assigned to any given institution is low. The 40.66 credits assigned to top-rated University of Georgia represents approximately two percent of the total assigned credits. It is also of interest to note the number of contributions made to individual journals made by any single institution. No institution can be cited as having made the highest number of contributions to all seven journals. In fact, only four institutions received credit in all seven journals, and several institutions established their ratings on the basis of publications in only two or three journals.

Similarly, the 51 most productive individuals listed in Table 2 account for a very small percentage--less than three percent--of the 1,917 individuals who have had manuscripts published in reading journals over the past seven years. To put this into perspective, though, it must be pointed out that the mean number of publication

credits per individual is 1.11 in seven years.

The same trend is not apparent, however, for affiliations of NRC participants. During the four year period from 1976 to 1979, a total of 864 presentations were made at National Reading Conferences. Of the 248 different institutions represented, 33 of these were responsible for 6 or more presentations each. Stated another way, these top 33 institutions accounted for 504 presentations or 58 percent of the presentations made. This may reflect the fact that a large number of presentations are part of symposia often organized by and composed of faculty from the same institution as well as the popularity of NRC at some institutions.

Several important factors must be considered when interpreting these productivity ratings. Perhaps the most basic is that the study does not take into account reading articles published in non-reading journals. Also, no adjustment has been made for productivity rankings according to the size of the institution and/or faculty. A final factor to consider is that productivity ratings fluctuate when prolific writers move from one institution to another.

Summary

The results of this study are based on one procedure for assessing individual and institutional levels of productivity in the field of reading. Obviously, there is no absolute way of measuring productivity. For the purposes of this investigation, publication of journal articles and presentations at NRC meetings have been used as measures of productivity. Certainly, books, monographs, and book chapters also enhance

the reputation of the institutions with which the auchors are affiliated. Additional productivity indicators might include foundation and/or federal or other public agency grants for research and development or dissemination and utilization activities.

It is hoped that the results of this study will help professionals in the field of reading assess their own relative standings as well as their institution's standings in terms of journal and conference level productivity.

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TABLE 1

Composite Institutional Productivity Ratings

Institution	JR	JRB	RH	RI	RRQ	RT	RW	TOTAL	RANK
University of Georgia	10.16	8.33	1.00	12.00	2.50	2.34	4.33	40.66	1
Northern Illinois University	6.50	.50	8.00	1.50	-	7.17	7.50	31.17	2
Suny-Albany	5.50	7.33	3.50	.50	4.00	4.50	-	25.33	3
University of Illinois	2.00	8.00	3.00	2.67	3.00	6.00	-	24.67	4
University of Maryland	2.50	1.50	1.00	1.00	1.00	6.00	9.00	22.0	5
San Diego State University	2.00	4.00	5.00	2.00	-	2.00	6.00	21.0	6
University of Delaware	5.00	2.00	-	.50	1.00	9.50	2.50	20.5	7
Indiana University	3.67	5.33	3.00	2.00	4.00	-	2.00	20.0	8
University of Missouri-Kansas City	6.50	6.00	-	1.50	4.00	1.00	.67	19.67	9
University of Minnesota	2.00	3.50	1.00	.50	7.50	4.00	-	18.50	10
University of Wisconsin	4.85	3.33	-	1.67	2.00	4.83	1.00	17.68	11
University of Florida	7.67	3.67	-	2.00	-	3.50	.50	17.34	12
University of Texas at Austin	6.00	-	1.00	2.00	-	5.16	3.00	17.16	13
University of Victoria	4.00	2.00	2.00	1.00	2.50	4.00	1.00	16.50	14
New Haven (Connecticut) Public Schools	4.00	-	3.00	3.00	-	6.25	-	16.25	15
Purdue University	1.00	2.00	2.50	6.00	2.00	2.00	-	15.50	16
Arizona State University	3.00	1.00	-	4.50	-	4.50	2.00	15.0	17.5
University of Pennsylvania	1.00	1.00	-	2.00	2.50	8.50	-	15.0	17.5
University of Arizona	4.00	2.00	.50	1.33	2.33	1.83	3.00	14.99	19
University of Missouri-Columbia	3.17	1.00	3.50	2.83	-	4.00	-	14.5	20.5
California State University, Los Angeles	4.50	-	-	8.00	2.00	-	-	14.5	20.5
Ohio University	.50	6.50	.50	3.50	1.00	2.00	-	14.0	22
University of Virginia	2.67	1.00	-	.50	.50	7.67	1.50	13.84	23
Ohio State University	-	1.00	3.00	2.00	1.00	3.00	3.50	13.50	24.5
Southern Illinois University	3.00	-	-	7.83	-	2.67	-	13.50	24.5
University of British Columbia	4.50	4.50	-	1.00	1.00	2.00	-	13.00	27
Kansas State University	3.00	-	-	3.50	.50	2.00	4.00	13.00	27
Rutgers, The State University	4.50	2.00	-	1.00	4.00	-	1.50	13.00	27
University of Chicago	2.00	2.00	.50	-	5.00	-	3.00	12.50	29
University of Houston	2.00	-	3.50	2.00	-	4.00	-	11.50	30
Western Michigan University	-	-	10.50	.50	-	-	-	11.0	31.5

TABLE 1 - Continued

Institution	JR	JRB	RH	RI	RRQ	RT	RW	TOTAL	RANK
Kean College	1.50	.50	-	-	-	-	9.00	11.0	31.5
Georgia State University	2.00	-	-	2.00	-	4.50	2.00	10.50	33.5
University of North Carolina	3.00	2.00	-	-	1.00	4.50	-	10.50	33.5
University of California, Berkeley	4.00	4.00	-	-	1.00	-	1.00	10.00	35.5
Memorial University of Newfoundland	4.00	2.00	-	2.00	2.00	-	-	10.00	35.5
University of Kentucky	1.50	-	5.00	-	.33	-	3.00	9.83	37.5
Wichita State University	-	-	5.00	3.33	-	.50	1.00	9.83	37.5
University of Miami	3.00	-	-	4.00	-	2.50	-	9.50	39.5
University of Texas, El Paso	1.00	4.50	-	-	-	4.00	-	9.50	39.5
University of Pittsburgh	3.50	1.67	-	-	-	2.00	2.00	9.17	41
Cornell University	1.00	2.50	-	2.00	.50	1.00	2.00	9.00	44
University of Kansas	-	-	-	2.50	1.00	4.50	1.00	9.00	44
University of Missouri, St. Louis	3.00	2.00	2.50	-	-	1.50	-	9.00	44
Oregon State University	3.00	-	-	4.00	-	2.00	-	9.00	44
West Virginia University	.50	1.00	1.00	2.00	-	2.50	2.00	9.00	44
University of California, Riverside	4.00	2.00	-	.50	1.33	1.00	-	8.83	47
University of Iowa	-	1.00	1.00	-	2.00	4.50	-	8.50	49
New Mexico State University	1.00	2.50	-	4.00	-	-	1.00	8.50	49
SUNY-Buffalo	3.00	1.00	-	-	2.50	2.00	-	8.50	49
Florida State University	1.00	2.00	3.00	.33	1.00	1.00	-	8.33	51
Journal of Reading	7.00	-	-	-	-	1.00	-	8.00	52.5
University of Wisconsin-Oshkosh	1.00	-	-	5.00	-	2.00	-	8.00	52.5
George Peabody University	1.00	1.50	-	1.33	-	4.00	-	7.83	54.5
Illinois State University	2.33	1.00	1.50	2.00	1.00	-	-	7.83	54.5
Duke University	3.00	-	3.00	-	.50	1.17	-	7.67	56
Boston University	3.00	.50	-	.50	-	2.50	1.00	7.50	58
Newark (Delaware) School District	4.00	-	2.00	-	-	1.50	-	7.50	58
Washington State University	3.00	-	-	2.50	-	2.00	-	7.50	58
Pennsylvania State University	2.00	1.00	-	2.00	1.00	1.33	-	7.33	60

COMPOSITE INDIVIDUAL PRODUCTIVITY RATINGS

Reading Journals, 1972-1979

Name	Institution	Credits
Groff, Patrick	San Diego State University	18
Criscuolo, Nicholas P.	New Haven (Connecticut) Public Schools	16
Johns, Jerry L.	Northern Illinois University	16
Carver, Ronald P.	U of Missouri, Kansas City	13.83
Allington, Richard	SUNY-Albany	13.75
Harker, W. John	U of Victoria	13
Cunningham, Patricia	Wake Forest University	12
Pyrczak, Fred	California State University, Los Angeles	11
Cassidy, Jack	Millersville State College	9.5
Axelrod, Jerome	School District of Philadelphia	8
Harris, Albert J.	City U of New York	8
Sanacore, Joseph	Hauppauge (New York) School District	8
Usova, George M.	The Citadel	8
McKenna, Michael C.	Wichita State University	7.33
Downing, John	U of Victoria	7
Durkin, Delores	U of Illinois	7
Maxwell, Martha J.	U of California, Berkeley	7
O'Bruba, William S.	Bloomsburg State College	7
Shuman, R. Baird	Duke University	7
Blachowicz, Camille L.Z.	National College of Education	6.5
Pikulski, John J.	U of Delaware	6.5
Betts, Emmett Albert	U of Miami	6
Tovey, Duane R.	Ohio State University, Mansfield	6
Swick, Kevin J.	Southern Illinois University	5.99
Samuels, S. Jay	U of Minnesota	5.66
Britton, Gwyneth E.	Oregon State University	5.5
Kaufman, Maurice	Northeastern University	5.5
Miller, John W.	Wichita State University	5.5
Page, William D.	U of Connecticut	5.5
Robinson, Richard D.	U of Missouri, Columbia	5.33
Wilson, Robert M.	U of Maryland	5.33
Ediger, Marlow	Northeast Missouri State University	5
Knafle, June D.	U of Illinois, Chicago Circle	5
Maring, Gerald H.	Washington State University	5
Schnell, Thomas R.	U of Missouri, St. Louis	5
Vacca, Richard T.	U of Connecticut	4.75
Gentile, Lance M.	Pan American University	4.5
Goodman, Kenneth S.	U of Arizona	4.5
Hood, Joyce	U of Iowa	4.5
Readence, John	Kansas State University	4.5
Ribovich, Jerilyn	West Virginia University	4.5
Donlan, Dan	U of California, Riverside	4
Emans, Robert	Ohio State University	4
Giordano, Gerald	New Mexico State University	4
Hutchison, Laveria F.	U of Houston	4
Johnson, Dale D.	U of Wisconsin	4
Mangieri, John N.	Ohio University	4
Narang, H. L.	U of Regina, Canada	4
Palmer, William S.	U of North Carolina	4
Pauk, Walter	Cornell University	4
Rystrom, Richard	U of Georgia	4

TABLE 3

COMPOSITE INSTITUTIONAL PRODUCTIVITY

RATINGS FOR NRC PRESENTATIONS

Institution	Credits	Rank
U of Georgia	51.75	1
U of Arizona	39	2
SUNY-Albany	36.5	3
U of Illinois	26.66	4
U of Wisconsin	25.66	5
Indiana University	25.5	6
U of Missouri, Kansas City	24	7
U of Minnesota	22.3	8
Purdue University	20	9
Rutgers	15	10
U of Florida	14.66	11
New York University	14	12
Pennsylvania State University	12.83	13
James Madison University	12.33	14
U of Kentucky	11.83	15
Texas A & M University	11.16	16
U of Houston	11	17
U of Texas at Austin	10.66	18
U of British Columbia	9.5	19
Brigham Young University	9	21.5
U of California, Santa Barbara	9	21.5
U of Connecticut	9	21.5
U of Virginia	9	21.5
Boston University	8	24.5
Virginia Commonwealth University	8	24.5
Michigan State University	7.33	26
U of California, Riverside	7.25	27
Old Dominion University	7	28.5
U of Houston at Clear Lake City	7	28.5
U of North Carolina	6.83	30
McGill University	6	32
U of Missouri, Columbia	6	32
North Texas State University	6	32